



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12161562
SAU: MSAD 22
School: Leroy H Smith School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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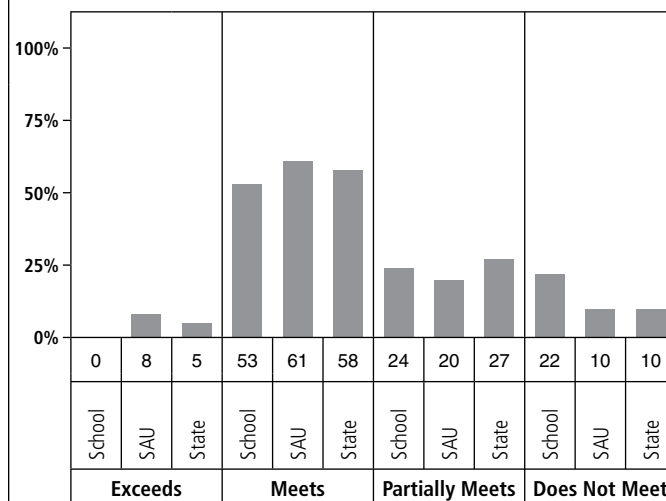
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: Leroy H Smith School

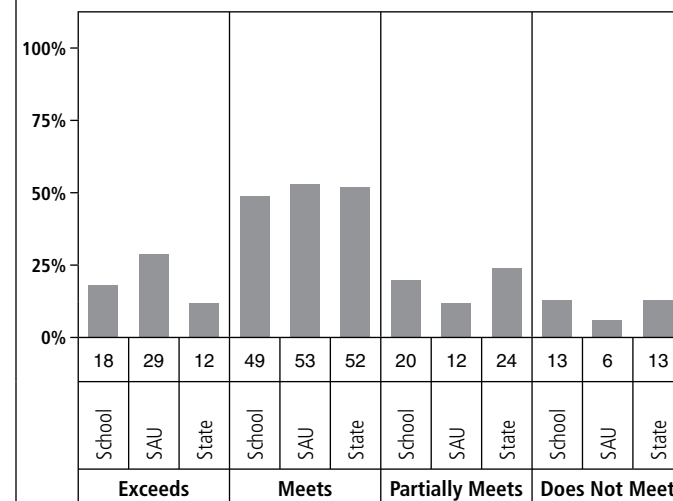
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	542	547	544
2006–2007	544	548	544
2007–2008	540	547	545
Cum. Avg. *	542	547	544
Mathematics			
2005–2006	543	549	543
2006–2007	546	550	546
2007–2008	546	553	546
Cum. Avg. *	545	551	545
ELA – Writing			
2005–2006			
2006–2007	537	542	541
2007–2008	536	540	538
Cum. Avg. *			

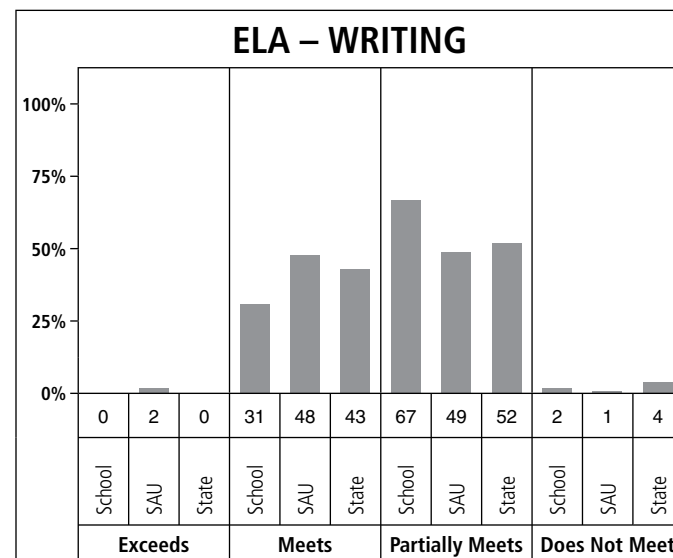
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: Leroy H Smith School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																					
							ELA-Reading						Mathematics												ELA-Writing			
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	45	100	146	100	14240	100	45	100	146	100	14157	100	45	100	146	100	14156	100					45	100	146	100	14107	99
Ethnicity African American/Black	0	0	0	0	404	3	0	0	0	0	396	98	0	0	0	0	398	99					0	0	0	0	388	96
American Indian or Native Alaskan	1	2	1	1	118	1	1	100	1	100	118	100	1	100	1	100	118	100					1	100	1	100	118	100
Asian or Pacific Islander	1	2	2	1	201	1	1	100	2	100	199	99	1	100	2	100	199	99					1	100	2	100	197	98
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0	0	0	171	97
Caucasian/White	43	96	143	98	13339	94	43	100	143	100	13274	100	43	100	143	100	13267	100					43	100	143	100	13233	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0	0	0	0	0
Identified disability	19	42	39	27	2555	18	19	100	39	100	2528	99	19	100	39	100	2526	99					19	100	39	100	2507	99
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0	0	0	323	96
Economically disadvantaged	21	47	33	23	5574	39	21	100	33	100	5528	99	21	100	33	100	5531	99					21	100	33	100	5504	99
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0	0	0	5	100

MODE OF PARTICIPATION ³	ELA–Reading						Mathematics												ELA–Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	32	71	110	75	11042	78	32	71	110	75	11006	77							33	73	110	75	11127	78
Identified disability (PET/IEP)	6	19	11	10	396	4	6	19	11	10	404	4							7	21	12	11	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	2	6	3	3	134	1	2	6	3	3	133	1							2	6	2	2	136	1
Participation with accommodations	13	29	35	24	2974	21	13	29	35	24	3014	21							12	27	35	24	2845	20
Identified disability (PET/IEP)	13	100	27	77	1996	67	13	100	27	77	1986	66							12	100	26	74	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	1	3	74	3
Other	0	0	8	23	766	26	0	0	8	23	801	27							0	0	8	23	710	25
Participation through alternate assessment (PAAP)	0	0	1	1	136	1	0	0	1	1	136	1							0	0	1	1	135	1
Identified disability (PET/IEP)	0	0	1	100	136	100	0	0	1	100	136	100							0	0	1	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: Leroy H Smith School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	1	3	13	8	721	5
	2006-2007	2	4	20	12	702	5
	2007-2008	0	0	12	8	659	5
	Cum. Total*	3	2	45	9	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	19	51	114	66	7571	53
	2006-2007	24	52	97	59	7730	55
	2007-2008	24	53	89	61	8195	58
	Cum. Total*	67	52	300	62	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	10	27	34	20	4343	30
	2006-2007	17	37	40	24	4182	30
	2007-2008	11	24	29	20	3800	27
	Cum. Total*	38	30	103	21	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	7	19	11	6	1628	11
	2006-2007	3	7	8	5	1419	10
	2007-2008	10	22	15	10	1362	10
	Cum. Total*	20	16	34	7	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	25.8	53.8	30.6	63.8	29.2	60.8
Literary Text	24	50	13.2	55.0	15.7	65.4	15.0	62.5
Informational Text	24	50	12.6	52.5	14.9	62.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: Leroy H Smith School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	0	0	24	53	11	24	10	22	540	145	8	61	20	10	547	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										0						388	1	39	34	26	538
American Indian or Native Alaskan	1										1						116	0	44	45	11	541
Asian or Pacific Islander	1										2						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	43	0	0	23	53	10	23	10	23	540	142	8	61	20	11	547	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	5	26	7	37	7	37	536	38	0	29	39	32	538	2392	0	26	42	31	536
No	26	0	0	19	73	4	15	3	12	544	107	11	73	13	3	550	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	45	0	0	24	53	11	24	10	22	540	145	8	61	20	10	547	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	21	0	0	8	38	7	33	6	29	536	33	3	48	21	27	539	5454	2	48	35	15	541
No	24	0	0	16	67	4	17	4	17	544	112	10	65	20	5	549	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	45	0	0	24	53	11	24	10	22	540	145	8	61	20	10	547	14011	5	58	27	10	545
Gender																						
Female	17	0	0	10	59	4	24	3	18	541	56	11	64	16	9	548	6766	7	62	24	8	546
Male	28	0	0	14	50	7	25	7	25	540	89	7	60	22	11	546	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	1	10	5	50	4	40	531	10	0	10	50	40	531	1751	1	35	44	21	538
No	35	0	0	23	66	6	17	6	17	543	135	9	65	18	8	548	12265	5	62	25	8	546
Gifted/talented program																						
Yes	5	0	0	5	100	0	0	0	0	554	23	30	70	0	0	557	464	27	71	2	1	557
No	40	0	0	19	48	11	28	10	25	539	122	4	60	24	12	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: Leroy H Smith School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	0	0	0	0	3	100	523	8	0	58	8	33	540	5	2	42	34	22	540
B. less than one hour	76	0	0	17	50	10	29	7	21	540	72	8	59	23	10	546	66	5	60	27	9	545
C. one to two hours	18	0	0	7	88	1	13	0	0	549	17	12	72	16	0	551	26	5	61	26	8	546
D. more than two hours	0										2	33	67	0	0	556	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	20	0	0	5	56	1	11	3	33	540	32	13	63	13	11	549	31	7	63	23	7	547
B. They match some of what I have learned.	50	0	0	13	59	5	23	4	18	540	50	8	63	19	10	546	55	4	61	27	8	545
C. They match just a little of what I have learned.	27	0	0	5	42	5	42	2	17	541	17	0	54	38	8	543	11	2	42	37	19	540
D. There is no match.	2	0	0	0	0	0	0	1	100	526	1	0	50	0	50	539	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	22	0	0	7	70	1	10	2	20	545	28	12	73	10	5	552	30	10	68	16	6	549
B. good	58	0	0	14	54	6	23	6	23	540	56	8	58	23	13	545	53	3	59	29	9	544
C. fair	18	0	0	3	38	4	50	1	13	538	15	5	55	32	9	542	15	1	41	40	18	539
D. poor	2	0	0	0	0	0	0	1	100	524	1	0	0	0	100	524	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	32	0	0	6	43	4	29	4	29	536	22	0	48	29	23	540	17	3	45	32	19	541
B. about the same as my regular schoolwork	50	0	0	12	55	6	27	4	18	542	57	10	62	21	7	548	67	5	62	26	7	546
C. easier than my regular schoolwork	18	0	0	5	63	1	13	2	25	541	22	13	71	10	6	550	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	9	0	0	1	25	0	0	3	75	528	10	0	43	21	36	539	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	55	0	0	11	46	8	33	5	21	539	52	7	58	24	11	546	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	36	0	0	11	69	3	19	2	13	544	38	13	70	13	4	550	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	16	0	0	4	57	2	29	1	14	542	14	14	67	10	10	549	18	8	64	20	8	547
B. 20 minutes to an hour	36	0	0	11	69	5	31	0	0	544	54	9	64	23	4	548	56	5	62	25	7	546
C. less than 20 minutes	24	0	0	5	45	3	27	3	27	537	14	0	52	29	19	541	12	2	50	32	15	542
D. I rarely read at home.	24	0	0	4	36	1	9	6	55	537	17	8	56	12	24	544	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	23	0	0	2	20	2	20	6	60	528	27	13	61	5	21	546	26	3	51	32	14	542
B. six to ten pages	41	0	0	11	61	6	33	1	6	544	34	10	60	25	4	549	28	3	59	28	9	544
C. eleven or more pages	36	0	0	11	69	2	13	3	19	544	40	4	63	25	9	546	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	544	50	0	100	0	0	548						
C.	50	0	0	1	100	0	0	0	0	544	25	0	100	0	0	544						
D.	0										25	0	100	0	0	550						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: Leroy H Smith School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	4	11	33	19	1415	10
	2006-2007	6	13	32	20	1711	12
	2007-2008	8	18	42	29	1617	12
	Cum. Total*	18	14	107	22	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	17	46	94	54	6503	45
	2006-2007	22	48	85	52	6778	48
	2007-2008	22	49	77	53	7284	52
	Cum. Total*	61	48	256	53	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	11	30	34	20	3945	28
	2006-2007	14	30	35	21	3884	28
	2007-2008	9	20	18	12	3341	24
	Cum. Total*	34	27	87	18	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	5	14	12	7	2434	17
	2006-2007	4	9	11	7	1683	12
	2007-2008	6	13	8	6	1778	13
	Cum. Total*	15	12	31	6	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.2	61.3	10.6	70.7	9.0	60.0
Cluster 2: Shape and Size	14	29	7.0	50.0	8.7	62.1	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.6	52.0	3.0	60.0	2.2	44.0
Cluster 4: Patterns	14	29	8.8	62.9	9.7	69.3	8.4	60.0

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: Leroy H Smith School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	8	18	22	49	9	20	6	13	546	145	29	53	12	6	553	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										0						392	5	33	32	31	537
American Indian or Native Alaskan	1										1						116	5	42	31	22	540
Asian or Pacific Islander	1										2						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	43	8	19	20	47	9	21	6	14	546	142	30	52	13	6	553	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	19	2	11	6	32	6	32	5	26	539	38	13	47	21	18	544	2390	2	29	34	35	534
No	26	6	23	16	62	3	12	1	4	551	107	35	55	9	1	557	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	45	8	18	22	49	9	20	6	13	546	145	29	53	12	6	553	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	21	1	5	9	43	6	29	5	24	540	33	9	45	24	21	542	5461	5	46	30	19	541
No	24	7	29	13	54	3	13	1	4	552	112	35	55	9	1	557	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	45	8	18	22	49	9	20	6	13	546	145	29	53	12	6	553	14015	12	52	24	13	546
Gender																						
Female	17	4	24	6	35	3	18	4	24	545	56	29	50	13	9	552	6767	11	51	24	13	546
Male	28	4	14	16	57	6	21	2	7	547	89	29	55	12	3	554	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	3	30	5	50	2	20	536	10	0	30	50	20	536	1755	1	37	39	23	538
No	35	8	23	19	54	4	11	4	11	549	135	31	55	10	4	555	12265	13	54	22	11	547
Gifted/talented program																						
Yes	5	5	100	0	0	0	0	0	0	566	23	91	9	0	0	572	464	58	40	2	0	564
No	40	3	8	22	55	9	23	6	15	544	122	17	61	15	7	550	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: Leroy H Smith School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	33	0	0	2	67	526	8	8	67	8	17	544	5	6	39	29	25	539
B. less than one hour	76	3	9	19	56	8	24	4	12	545	72	25	55	14	6	552	66	12	52	24	12	546
C. one to two hours	18	5	63	2	25	1	13	0	0	559	17	48	44	8	0	559	26	12	55	23	11	547
D. more than two hours	0										2	100	0	0	0	573	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	1	6	10	63	4	25	1	6	546	43	38	50	10	2	558	38	16	56	19	8	549
B. They match some of what I have learned.	50	5	24	10	48	3	14	3	14	548	50	21	57	14	7	550	48	9	53	26	12	545
C. They match just a little of what I have learned.	10	1	25	1	25	1	25	1	25	542	6	38	38	13	13	554	10	6	37	32	24	539
D. There is no match.	2	0	0	0	0	0	0	1	100	512	2	0	67	0	33	536	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	34	3	20	8	53	2	13	2	13	549	41	51	41	5	3	561	31	24	54	14	8	552
B. good	52	3	13	13	57	5	22	2	9	546	46	12	68	14	6	549	47	8	55	25	12	545
C. fair	7	1	33	1	33	0	0	1	33	547	10	20	47	27	7	549	19	2	43	35	20	539
D. poor	7	0	0	0	0	2	67	1	33	527	3	0	25	50	25	531	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	1	11	3	33	2	22	3	33	538	10	14	43	14	29	542	18	5	42	30	22	540
B. about the same as my regular schoolwork	62	4	15	14	54	6	23	2	8	548	60	24	60	14	2	553	66	11	55	23	11	547
C. easier than my regular schoolwork	17	2	29	4	57	0	0	1	14	550	30	45	45	5	5	558	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	3	30	4	40	1	10	2	20	547	26	22	62	5	11	551	21	10	48	26	16	544
B. two or three days a week	55	3	13	12	50	6	25	3	13	546	47	29	54	12	4	554	36	13	54	23	10	547
C. two or three times each month	16	1	14	5	71	0	0	1	14	548	19	33	48	15	4	555	27	12	54	23	11	547
D. never or almost never	7	0	0	1	33	2	67	0	0	539	8	33	33	33	0	553	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	1	100	0	0	0	0	544	13	39	61	0	0	560	7	12	44	25	19	543
B. two or three days a week	43	5	26	11	58	3	16	0	0	553	45	26	60	12	2	554	30	13	53	23	11	547
C. two or three times each month	34	2	13	7	47	3	20	3	20	544	31	36	43	14	7	554	34	12	54	23	10	547
D. never or almost never	20	0	0	3	33	3	33	3	33	535	12	6	47	24	24	540	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	2	0	0	0	0	0	0	1	100	512	3	25	25	25	25	544	7	7	40	25	28	539
B. 30–45 minutes	2	0	0	1	100	0	0	0	0	556	5	43	43	14	0	563	31	7	49	29	15	543
C. 45–60 minutes	2	1	100	0	0	0	0	0	0	564	16	26	65	4	4	554	40	12	55	23	10	547
D. more than 60 minutes	93	6	15	21	51	9	22	5	12	546	76	28	53	14	5	553	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	554	50	0	50	50	0	545						
C.	50	0	0	1	100	0	0	0	0	544	25	0	100	0	0	544						
D.	0										25	0	100	0	0	550						

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: Leroy H Smith School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	3 3	2 2	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	25 14	54 31	102 69	63 48	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	18 30	39 67	52 71	32 49	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	3 1	7 2	6 2	4 1	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	10.3	51.5	11.3	56.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	5.4	45.0	6.0	50.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	4.9	61.3	5.3	66.3	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 5
SAU: MSAD 22
School: Leroy H Smith School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	0	0	14	31	30	67	1	2	536	145	2	48	49	1	540	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										0						382	0	31	57	11	534
American Indian or Native Alaskan	1										1						116	0	28	66	6	534
Asian or Pacific Islander	1										2						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	43	0	0	13	30	29	67	1	2	536	142	2	47	49	1	540	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	2	11	16	84	1	5	532	38	0	16	79	5	533	2372	0	12	72	16	529
No	26	0	0	12	46	14	54	0	0	539	107	3	59	38	0	542	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	45	0	0	14	31	30	67	1	2	536	145	2	48	49	1	540	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	21	0	0	2	10	18	86	1	5	533	33	0	18	79	3	534	5435	0	32	61	7	535
No	24	0	0	12	50	12	50	0	0	539	112	3	56	40	1	541	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	45	0	0	14	31	30	67	1	2	536	145	2	48	49	1	540	13967	0	43	52	4	538
Gender																						
Female	17	0	0	9	53	7	41	1	6	538	56	5	52	41	2	542	6750	1	55	43	2	540
Male	28	0	0	5	18	23	82	0	0	535	89	0	45	54	1	538	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	10	0	0	2	20	8	80	0	0	535	10	0	20	80	0	535	1745	0	26	69	5	534
No	35	0	0	12	34	22	63	1	3	537	135	2	50	47	1	540	12227	0	46	50	4	538
Gifted/talented program																						
Yes	5	0	0	2	40	3	60	0	0	540	23	9	70	22	0	546	464	2	74	23	0	545
No	40	0	0	12	30	27	68	1	3	536	122	1	43	54	2	538	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 22
 School: Leroy H Smith School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	0	0	3	100	0	0	527	8	0	33	67	0	534	5	0	29	57	14	533
B. less than one hour	76	0	0	10	29	23	68	1	3	537	72	2	48	49	2	540	66	0	44	52	3	538
C. one to two hours	18	0	0	4	50	4	50	0	0	539	17	4	52	44	0	540	26	0	45	52	3	538
D. more than two hours	0										2	0	67	33	0	544	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	13	0	0	4	67	2	33	0	0	539	26	8	68	22	3	544	25	1	54	42	3	540
B. good	51	0	0	9	39	13	57	1	4	538	43	0	45	53	2	539	50	0	46	51	3	538
C. fair	31	0	0	1	7	13	93	0	0	535	28	0	34	66	0	537	22	0	29	65	6	535
D. poor	4	0	0	0	0	2	100	0	0	528	3	0	40	60	0	537	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	20	0	0	2	22	7	78	0	0	537	22	0	39	61	0	537	14	0	33	56	10	535
B. about that same as my regular schoolwork	64	0	0	10	36	17	61	1	4	537	56	3	53	43	1	541	65	0	45	52	3	538
C. easier than my regular schoolwork	16	0	0	2	29	5	71	0	0	537	23	3	44	50	3	539	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	536	50	0	50	50	0	539						
C.	50	0	0	0	0	1	100	0	0	536	25	0	0	100	0	536						
D.	0										25	0	0	100	0	532						